



**CARDINAL HEENAN
CATHOLIC HIGH SCHOOL**

**ASSISTANT HEADTEACHER -
ENGLISH
CANDIDATE PACK**

HEADTEACHER'S WELCOME

Thank you for considering the position of Assistant Headteacher - English at Cardinal Heenan Catholic High School. I am delighted that you have taken the time to consider this post. If successful you will be joining a dynamic, diverse and passionately committed team of highly trained staff.

Our school mission is rooted in the values of Respect, Believe, Achieve, and we foster a community where everyone is respected and valued, nurturing the potential of each individual.

Guided by our Catholic faith, we inspire our pupils to embrace their individual God-given talents, to believe in themselves and their ability to make a positive impact. With a rich curriculum and a commitment to excellence, we empower our pupils to achieve their fullest potential in every aspect of their lives. Together, let us create an environment where respect flourishes, beliefs are strengthened, and achievements are celebrated. I would like to wish you the best of luck in applying for this role and look forward to receiving your application.

Irish Blessing

*May the road rise to meet you.
May the wind be always at
your back. May the sunshine
always warm your face, the
rain fall soft upon your fields,
and until we meet again may
God hold you in the palm of
his hand*

Warm regards,

Ms K. Smyth





ASSISTANT HEADTEACHER - ENGLISH JOB DESCRIPTION

Required: September 2025

Salary: L10 – L16 (subject to experience)

Location: Liverpool

Contract Type: Full Time

Contract Term: Permanent

Specific Purposes

To fulfil all the responsibilities of a main-scale teacher

To provide professional leadership and management for English

To support, hold accountable, develop and lead department staff, including TLR post holders

To ensure high standards of teaching, learning, student achievement and progress

To ensure effective, and safe use of all resources and equipment

To play a full part in the life of the school community, supporting its ethos and policies and ensuring that staff and students follow this example

Leadership Responsibility

Your specific whole school responsibility will be linked to teacher development and the quality of education, including leading the development of teaching within English

OVERALL ROLE

English Department:

Strategic Direction and Development:

- Develop and implement policies and practices for the department which reflect the school's commitment to high achievement, effective teaching and learning
- Create a climate which enables other staff to develop and maintain positive attitudes towards the subjects and confidence in teaching it
- Establish a clear, shared understanding of the importance and role of the department in contributing to the students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life
- Use data effectively to identify students who are underachieving in the department and, where necessary, create and implement effective plans of action to support those students
- Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- Contribute to the school's procedures for self-review
- Plan and undertake appropriate department self evaluation
- Maintain appropriate self-review records and contribute to this aspect to the whole school self-evaluation processes, acting as appropriate to address issues raised

Curriculum, Teaching and Learning:

- To secure and sustain effective teaching of the department, evaluate the quality of teaching and standards of students' achievements and set targets for improvement
- Liaise with the SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school plans and self-evaluation
- Lead curriculum development
- Actively monitor and respond to curriculum development and initiatives at national, regional and local levels
- Liaise with relevant examination and validating bodies and any other relevant external agencies

- Be responsible for the development of Key Skills
- Ensure curriculum coverage, continuity and progression in the department for all students, including those of high ability and those with special educational or linguistic needs
- Ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject and communicate such information to students
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the department and of different students
- Ensure effective development of students' literacy, numeracy and information technology skills through the department
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement
- Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress
- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement by all students Evaluate the teaching of the subject/s in the school; use this analysis to identify effective practice and areas for improvement, and act to improve further the quality of teaching and learning
- Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of the school
- Ensure that teachers of the subject are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens
- Ensure that teachers of the subject know how to recognise and deal with racial stereotyping
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding
- Ensure that the headteacher, senior leaders and governors are well informed about department policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans

Student Progress:

Ensure that all students achieve well in the subject compared with current national statistical comparators. This should be evident for students, across the teaching groups, for all ability groups and national target groups. Ensure that students achieve well in relation to school targets

Leading and Managing Staff:

Provide to all those with involvement the teaching or support of the department, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching and learning

- Help staff to achieve constructive working relationships with students
- Establish clear expectations and constructive working relationships among staff involved with the department, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability
- Sustain their own motivation and, where possible, that of other staff involved in the department
- Undertake performance management of staff as required by school policy and use the process to develop the personal and professional effectiveness of the staff
- Audit training needs of staff
- Lead professional development of appropriate staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, subject associations
- Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of QTS
- Enable teachers to achieve expertise in their subject/s
- Work with the SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs
- Ensure that teachers of the subject know how to recognise and deal with inclusion
- Organise (department/ subject/s or area of responsibility) meetings including agendas and minutes
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the department

Efficient and effective deployment of staff and resources:

Identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely

- Establish staff and resource needs for the department and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money
- Deploy, or advise the headteacher on the deployment of staff involved to ensure the best use of subject technical and other expertise
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject/s
- Ensure that there is a safe working and learning environment, that health and safety policies are in line with current school and national requirements and that risks are properly assessed and managed



Notes:

1. The above responsibilities are subject to the School Teachers' Pay and Conditions Document and any other current relevant legislation
2. This job description allocates duties and responsibilities but does not direct a particular amount of time to be spent on carrying them out. In allocating time to the performance of duties and responsibilities the post holder must use Directed Time in accordance with the needs of the school as identified by the headteacher and line manager and have regard to the conditions of employment
3. This job description is not necessarily a comprehensive definition of the post. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task to be undertaken is not identified
4. The job description is subject to modification or amendment at any time after discussion with the holder of the post. It will be discussed in the course of the professional review programme
5. Cardinal Heenan is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment



PERSON SPECIFICATION

	Essential It is essential candidates can provide evidence of:	Desirable It is desirable candidates can provide evidence of:
Qualifications	Degree Qualified teacher status Broad relevant in-service experience	Having obtained further appropriate professional qualifications
Experience/ Skills	<p>An outstanding classroom practitioner</p> <p>Evidence of sustained high performance in middle leader position</p> <p>Clear understanding of good teaching and learning practice</p> <p>Successful experience of raising the professional performance of staff</p> <p>Ability to establish good working relationships with all staff</p> <p>Good administrative and organisational skills</p> <p>Clear understanding of the requirements of effective departments teams</p> <p>Experience of effective development planning</p> <p>Experience of effective monitoring and evaluation strategies.</p> <p>High levels of competence in the use of ICT for teaching and for leadership tasks</p> <p>Experience of using data to support student achievement</p> <p>Understanding of the current issues in education</p> <p>Clear knowledge of current curriculum issues relating to academic performance</p>	<p>Standards raised in own department</p> <p>Experience of the management of the professional development of others, including performance management</p> <p>Ability to support individuals/teams to improved teaching and better learning</p> <p>Ability to signpost the impact of leadership activities on outcomes</p> <p>Experience of working with SEND, ensuring the needs of SEN students are met</p> <p>Individual/collective responsibility for whole school development initiatives which have been evaluated and are successful</p> <p>Ability to support middle leadership colleagues in raising achievement</p>

PERSON SPECIFICATION

	Essential It is essential candidates can provide evidence of:	Desirable It is desirable candidates can provide evidence of:
Written application / Communication	<p>A well-constructed, legible application</p> <p>Highly developed communication skills in both oral and written forms</p>	
Relationships / Management style	<p>Highly developed skills in managing people and an ability to establish good working relationships with staff, students and other key groups</p> <p>A well-defined personal philosophy of education, which has guided leadership activity</p> <p>Evidence of effective and constructive management of change Ability to think strategically Ability to delegate Ability to challenge positively</p> <p>Open style</p>	<p>Evidence of effective working relationships, particularly the management of others</p> <p>Evidence of using leadership skills effectively</p> <p>Evidence of strategic thinking skills</p>
Equal Opportunities	An understanding of issues regarding equal opportunities for all	Examples of good practice from their own experience
Health/Personal qualities	<p>Evidence of a good attendance and punctuality record</p> <p>Ability to remain positive and adopt a 'can do' approach</p> <p>Capacity for hard work</p> <p>Discretion / integrity</p> <p>Well-developed interpersonal skills</p> <p>Resilience</p> <p>Sense of Humour</p>	



HOW TO APPLY

Apply directly via the school website
<https://www.cardinal-heenan.org.uk/>

Closing date for applications: 10am on Friday 21st March

Shortlisting: 12pm on Friday 21st March

Interviews: Monday 24th March

Cardinal Heenan
Catholic High School

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